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TRUSTEES OF THE SCHOLARSHIP FUND

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Some Musings on the Qualifications of Latin Teachers

IN TWO PARTS—PART II

Every now and then we have the privilege and pleasure of reading an article dealing with the question of the permanence of Latin as a part of the curriculum of the future, and suggesting changes in the methods of teaching Latin, which if adopted will have a tendency to put off the evil day when Latin shall be asked to come down from its exalted position. One of the best articles of this sort is one from the pen of Prof J. P. Postgate of Cambridge in a recent number of the *Fortnightly*. Such discussions are eminently valuable, but it has occurred to me that the *methods* of teaching Latin are not the only things that those of us, who believe in the value of Latin, must consider. We must not forget the qualifications of those who are to *apply* the methods and upon whom the success of the methods so much depend. So I have thought to inflict upon the readers of the *Leaflet* a few ideas upon this subject, especially in its relation to the teachers of secondary schools.

In the first place, I believe that the teaching of Latin, or any subject for that matter, will never be as successful as it ought to be, until it is in the hands of only those who have taken up the profession as a life-work, and as a result will bend every effort toward attaining the highest state of perfection possible. The profession is suffering because of those who use it as a half-way station on the road to some other calling, which they hope to take

up when they have earned some ready cash in the school room. It were better that such people do almost anything else that is legitimate in case it is not possible for them to enter upon their chosen calling immediately, than to juggle in a half hearted way as must nearly always be the case with the training of the minds, and—let us hope—the souls of those under their care. As long as this state of affairs shall continue the efficiency of the profession will be impaired, and especially will a subject like Latin, which of all others should never be taught in a lifeless way, fail to receive the attention it should, since it is fair to assume that such teachers, having had in view during their college course some other line of work, have not given much of their time to Latin.

A teacher of Latin, as well as any other subject, should be possessed of a high ideal of his profession, and a realization of the great value it has been to society and the good it has done. He should never be guilty of apologizing for it, or feel that it is second to any, unless it be the ministry. It would be a great day for education if every teacher would come under the spell and helpful influence of such books as Dean Stanley's "Biography of Arnold of Rugby", or the "Biography of Thring of Uppingham", or Quick's "Educational Reformers", or even old Roger Ascham's "The Scholemaster".

I believe that nothing works so well in the class-room as enthusiasm upon the part of the teacher. I am free to admit that under Mother Nature's regime we have not all been provided with the same degree of enthusiasm, but I am quite sure it is a grace that can be cultivated. How can we hope for our students in this day and age to do their best work if the recitation is dull and uninteresting, and the attitude of the teacher is one of indifference and slowness. But if they realize that the teacher really believes what he tells them and is in love with his work, unconsciously they feel the inspiration of his personality and what might be the hardest of